DOCUMENT RESUME

ED 268 388 CE 044 346

AUTHOR Pelzer, Dagmar F.
TITLE Comparing Job Placement of Vocationally Trained and Untrained Inmates While Residing at a Community Correctional Center in Florida.
PUB DATE 30 Dec 85
NOTE 32p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Comparative Analysis; *Correctional Education; Correctional Institutions; *Educational Benefits; Educational Research; *Job Placement; Outcomes of Education; Participation; *Prisoners; *Vocational Education

ABSTRACT

A study determined if there was a significant difference in job placement between inmates who had received vocational training while incarcerated at major institutions and inmates who had participated in no such training. A second purpose was to determine if a significant relationship existed between vocational training and job placement. The population was 94 inmate residents of the Miami North Community Correctional Center. Data were collected by an interview questionnaire. The Chi Square Test was used to test the difference between the two sample populations; the Chi Square Test of Independence was used to test for a relationship between vocational training and job placement in vocational fields. Results showed no significant difference in employment between trained and untrained inmates. Job placement was found to be independent of the vocational training received. These suggestions were made: vocational programs in the correctional system should be evaluated, a study should be initiated to determine if a significant difference in job retention exists between vocationally trained and untrained inmates after release, and a study should be made to determine if there is a significant difference in enrollment and program completion between inmates in the last five years of their sentence and inmates with more than five years to serve. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED268388

COMPARING JOB PLACEMENT OF VOCATIONALLY TRAINED AND UNTRAINED INMATES WHILE RESIDING AT A COMMUNITY CORRECTIONAL CENTER IN FLORIDA

by

Dagmar F. Pelzer, M.S.
Office of Vocational, Adult and Community Education
Dade County Public Schools
and
Nova University

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

December 30, 1985

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Pelzer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE043346

ABSTRACT

The Miami North Community Correctional Center is one of 26 facilities that houses inmates from the State of Florida Correctional System prior to release into the community. Inmates, eligible for work, are required to seek full-time employment. It was the purpose of this study to determine if there was a significant difference in job placement between inmates who had received vocational training while incarcerated at major institutions, and inmates who had participated in no such training. A second purpose of this study was to determine if there was a significant relationship between vocational training and job placement.

The Chi Square Test, testing the difference between two sample proportion, and the Chi Square Test of Independence were used respectively. Results showed that there was no significant difference in employment between trained and untrained inmates, and that job placement was independent of the vocational training received. The following suggestions were made: (1) that vocational programs in the correctional system be evaluated, (2) that a study be initiated to determine if there is a significant difference in job retention between vocationally trained and untrained inmates after release, and (3) if there is a significant difference in enrollment and program completion between inmates in the last 5 years of their sentence and inmates with more than 5 years to serve.

TABLE OF CONTENTS

Page

ABSTRACT ii

TABLE OF CONTENTS iii

LIST OF TABLES iv

INTRODUCTION 1

Background and Significance 2

Research Questions 4

Hypotheses 4

Definition of Terms 4

Limitations and Assumptions of the Study 5

REVIEW OF RELATED LITERATURE 6

PROCEDURES FOR COLLECTING AND TREATING THE DATA 9

PRESENTATION OF RESULTS 11

INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS 16

BIBLIOGRAPHY 20

APPENDICES

A. NOTICE OF UPCOMING INTERVIEWS TO INMATES OF THE MIAMI NORTH CORRECTIONAL CENTER (ENGLISH) 22

B. NOTICE OF UPCOMING INTERVIEWS TO INMATES OF THE MIAMI NORTH CORRECTIONAL CENTER (SPANISH) 23

C. LETTER TO GROUP COUNSELORS 24

D. QUESTIONNAIRE 26

E. VOCATIONAL COUNSELOR'S RESPONSES: NUMBER OF PLACEMENTS WITH EMPLOYERS WHO COULD USE INMATES' VOCATIONAL TRAINING 27

LIST OF TABLES

Table		Page
1	Observed Frequencies of Job Placements of Inmates with and without Vocational Training	12
2	Expected Frequencies of Job Placements of Inmates with or without Vocational Training	13
3	Testing the Significance of the Difference in the Proportion of Job Placement between Inmates who had received Vocational Training while incarcerated at Major Institutions and Inmates who had received no such training	14
4	Observed and Expected Frequencies of in-Field Employment of Inmates who had received Vocational Training while incarcerated at a Major Institution	15
5	Testing the Independence of Job Placements on the Vocational Field studied while Incarcerated	16

INTRODUCTION

Punishment and rehabilitation are key terms in the correctional system. Rehabilitation includes academic and vocational training, counseling and job placement. Approximately one year prior to release, an inmate may be sent to a community correctional center where he resides, closely supervised, and is allowed to seek employment in the community. The purpose of this study was two-fold: first, to determine if there was a significant difference in job placement between inmates who had received vocational training while incarcerated at a major institution, and inmates who had no such training. The second purpose was to determine if job placement of inmates who had participated in vocational training was related to or independent of the field studied.

During incarceration at state as well as federal correctional institutions, inmates are encouraged to obtain further education. Depending on the inmate's educational background and criminal record, as well as the institution's in-house policies, participation in academic or vocational programs may or may not be voluntary. In some state institutions, such training is regarded as job assignment and inmates receive gain time, i.e. reduction of sentence by days depending on length of time spent in academic and vocational training.

Most institutions offer courses in basic academic skills, high school completion programs, various vocational programs, and some community colleges and universities offer degree programs. It is hoped that the additional education will enable inmates to find meaningful employment upon release, thus reducing recidivism rates and/or return to criminal activities. This study was designed as follow-up on vocational education. Its concern was to find if inmates who had received vocational training while incarcerated at a major institution were employed in that vocational field while residing at a community correctional center.

The following questions were raised: (1) Do counselors at the community correctional centers advise inmates to seek employment in the vocational field they had studied? (2) Do counselors actively try to find employers who could use employees with vocational certificates and training obtained while incarcerated and who have no job experience yet? (3) Do inmates look for work in their vocational fields? (4) What percentage of inmates finds employment in their vocational fields while residing at a community correctional center?

Background and Significance

The Miami North Community Correctional Center is one of 26 such centers in the State of Florida. At the time of the study, the facility housed 144 inmates. Eligible for

residence at this center were male inmates with less than two years of their sentence to serve, who had proven that they were trustworthy, and had not been convicted of sex-related crimes.

Until approximately nine months prior to release, inmates were placed in various jobs at the center, and were referred to as permanent party residents. Once allowed to seek employment in the community, inmates were expected to find full-time employment and to remain employed. Wages earned were turned over to the center. After deduction of room and board and a $25.00 weekly allowance, the remainder of the income was placed in individual inmate accounts to be given to them upon release from the facility. The price for room and board was determined on a sliding scale, the highest calculated at $77.00 from earnings of $200.00 per week.

At the time of this study, twelve inmates were assigned to a group counselor. With him, they discussed problems and concerns either individually or during group sessions. Counselors were correctional officers whose duties included maintaining order at the facility during their shift. One vocational placement counselor was responsible for employment and advisement as related to employment for all 144 inmates residing at the center.

The placement of inmates in jobs related to the vocational training they had received would show that vocational education was achieving its goal: to rehabilitate

and reintagrate inmates into the mainstream of society. It would also show that inmates learned to value such training and that it could enable them to pursue a career in a respected trade

Research Questions

The research questions were as follows:

(1) Is there a significant difference in job placement between inmates who had received vocational training while incarcerated and inmates who had received no such training?

(2) Is job placement of inmates residing at a community correctional center related to the vocational field they had studied while incarcerated at a major correctional institution?

Hypotheses

The hypotheses were as follows:

(1) There is a difference in the proportion of job placements between inmates who had received vocational training while incarcerated at a major institutions and inmates who had received no such training.

(2) Job placement of inmates residing at a community correctional center is related to the vocational field studied while incarcerated at a major institution.

Definition of Terms

The definitions of terms were as follows:

Community Correctional Center: residential facility for prior to release into the community. In Florida, a

community correctional center houses a maximum of 144 inmates.

Inmates in the Florida State Correctional System: persons convicted of crimes who are incarcerated for 366 days or longer.

Permanent Party Resident: inmate who resides at a community correctional center and is not eligible for employment in the community. Such inmates are given work assignments at the center.

Vocational Programs: programs administered by correctional employees, local school districts, community colleges, or universities, usually under the auspices or the State Department of Education.

Limitations and Assumptions of the Study

There were several limitations to this study. Some employers will not hire ex-offenders. Therefore, job availability may have been greatly reduced because of the background of the job-seeking population. Secondly, due to the work load of the vocational counselor, much individual attention could not be granted to job-seeking inmates. Since inmates were anxious to secure employment in the community, they often accepted any job, regardless of its relationship to the vocational training received, just to be working.

The assumption was that the population was of a sufficient size to be representative of all imnates placed in correctional centers in major cities in the State of

Florida. Therefore, the results of this study may be generalized to the community correctional center population residing at facilites in major cities throughout the State of Florida.

REVIEW OF RELATED LITERATURE

Day and McCane (1982) described the changing philosophy within the correctional system as four successive eras: (1) the era of punishment and retribution, (2) the era of restraint and reform, (3) the era of rehabilitation and treatment, and (4) the emerging era of reintegration. Vocational education in the prison system first appeared during the second era, the era of restraint and reform. In 1778, inmates at the Walnut Street Jail in Philadelphia were provided with opportunities to learn vocational skills (Nagel, Corrections Today, August 84: pp 34-36). However, major educational/vocational programs did not appear until the second half of the century, and these were exceptions.

The Wickersham Commission, assembled by Executive Order of the President in 1929, issued reports on the prison system that resulted in the establishment of the International Correctional Education Association and the improvement and establishment of vocational programs nationwide. The philosophy of reintegration emphasized academic, vocational and social programs to prepare inmates for life in the community, enabling them to find employment and to become self-supporting (Day and McCane, 1982; Halasz

and Behn, 1982). The National Advisory Council on Vocational Education (NAVCE, 1981) used the following definition for vocational education in corrections:

> Vocational education in corrections can be broadly defined as instruction offered within correctional systems to enable offenders to be employment ready upon their return to free society. It involves the development of basic skills, specific occupational training and an array of "job readiness" training, including the development of motivation, good work habits, and survival skills.

Most vocational programs are implemented and maintained by the corrections department of that state. Programs in most states fall under the auspices of the Department of Education in that state. Teachers in these programs may be employees of the Department of Corrections, local school districts, community colleges, universities or any combination thereof. Programs may be developed by the correctional system, a board of education, a state's education department or any combination of these (Alston, 1981; National Advisory Council on Vocational Education, 1981; Price, 1980). In late 1984, the Florida Department of Corrections started entering into contractual agreements with local school districts, community colleges and universities, retaining few correctional employees as educational supervisors and liaison persons. Thus, non-correctional institutions are administering and in charge of academic and vocational programs in the correctional system.

During four hearings of the National Advisory Council on Vocational Education (1981) it was stated that private industry could also make significant contributions toward the

development of vocational programs in prisons. Private industry has a great stake in the education and training of inmates: private industry will be the potential future employer. Gwozdecki (1970) surveyed interactions between the Alabama State Employment Service and vocational trainees of the Alabama Draper Correctional Center. He found that 44% of the trainees had been placed in training-related jobs. As part of an experimental manpower laboratory for corrections (EMLC) the program effectiveness of the correctional center was examined. 56% of the inmates however, were not placed in training-related jobs.

Literature dealing with evaluation of vocational programs revealed that successful programs contained follow-up procedures such as counseling for job placement (Day and McCane, 1982; O'Hayre, 1981; Rice, 1980). Abrams and Wheatley (1977) found that 60% of the participants in vocational programs at an Ohio Institution were employed and only 12% of those employed were placed in jobs where they could utilize the vocational skills acquired during incarceration. However, no significant relationship was found between recidivism rates and participation in vocational programs.

Luftig (1978) supported that vocational education could help to increase the employability of ex-offenders. Participation in Minnesota prison vocational programs increased job placement upon release. Luftig further reported that recidivism was reduced. Shaeffer and Shannon (1983)

concurred with such findings in their study of seven vocational programs in Ohio correctional institutions. 73% of the graduates were employed, 70% of those who found employment in their areas of training maintained continuous employment. He added that the recidivism rate of vocational graduates was lower than that of non-graduates.

PROCEDURES FOR COLLECTING AND TREATING THE DATA

For the purpose of this study, the population was defined as all inmate residents of the Miami North Community Correctional Center who were available for interviews on February 6, 1985 (N=94). The mean age of the residents was 31.2 and the racial/ethnic composition was 47% Black, 30% Hispanic, 23% White.

Inmates had been informed of the survey and interviews during the week of January 28th, 1985. Notices were posted in English and Spanish (Appendix A and B) and counselors were sent a letter (Appendix C), explaining the purpose of the survey and their part in it. They were asked to accounce the date and time of the interviews during group meetings and to express the need for cooperation to the inmates.

On February 6, 1985, 94 inmates were interviewed. A questionnaire (Appendix D) was designed for the interviews. As the inmates returned from work, they were sent to a conference room, set aside for this purpose, and translators were available for non- English speakers.

Immediately following the interviews, the questionnaires were separated by group counselors listed. After the group counselors had completed their section, they forwarded the forms to the vocational counselor for completion.

The job placement data collected was classified as inmates who had received vocational training while incarcerated at a major institution and inmates who had not participated in such training. Contingency tables of observed and expected frequency rates were constructed.

H_o = There is no difference in the proportion of job placements between inmates who had received vocational training while incarcerated at a major institution and inmates who had received no such training.

H_a = There is a difference in the proportion of job placements between inmates who had received vocational training while incarcerated at a major institution and inmates who had received no such training.

The Chi Square test (X^2), testing the significance of the difference between to sample proportions was used. The desired level of significance was established at .05 and the degree of freedom (df) was 1. By referring to a table of the distribution of X^2 it was found that for 1 degree of freedom the critical X^2 value at a .05 level of significance is 3.84. Therefore, jeject H_o and accept H_a if X^2 is 3.84 or greater.

Additionally, job placement data collected was classified as inmates who had found employment in the vocational field studied while incarcerated at a major institution, and inmates who had not found employment in their vocational fields. A contingency table of observed and expected frequencies was constructed.

H_o = Job placement is independent of the vocational field studied while incarcerated.

H_a = Job placement is related to the vocational field studied while incarcerated.

The Chi Square test (X^2) of Independence was used to determine if there was a relationship between vocational training and job placement in vocational fields. The desired level of significance was established at .05 and the degree of freedom (df) was 1. By referring to a table of the distribution of X^2 it was found that for 1 degree of freedom the critical X^2 value at a .05 level of significance is 3.84. Therefore, reject H_o and accept H_a if X^2 is 3.84 or greater.

PRESENTATION OF RESULTS

Ninety-four inmates were interviewed at the Miami North Community Correctional Center on February 6, 1985. Of these, 20 were permanent party residents and thus not eligible for work in the community. Inmates were classified as inmates who had received vocational training while incarcerated and inmates who had received no such training.

Of the 74 inmates eligible for work, 34 had received vocational training. 25 of these were employed at the time of the interviews. Of the 40 who had received no vocational training, 33 were employed.

Using Chi Square (X^2) to test the significance of the difference between two sample proportions the following hypothesis was tested: There is a difference in the proportion of job placements between inmates who have received vocational training while incarcerated at a major institution and inmates who had received no such training.

Table 1

Observed frequencies of job placements of inmates with and without vocational training

Classification	Job placement achieved	No job placement achieved	Total
Inmates who had received vocational training	25	9	34
Inmates who had not received vocational training	33	7	40
Total	58	16	74

Table 2

Expected frequencies of job placements of inmates with or without vocational training

Classification	Job placement achieved	No job placement achieved	Total
Inmates who had received vocational training	26.7	7.5	34
Inmates who had not received vocational training	31.3	8.5	40
Total	58	16	74

Table 3

Testing the significance of the difference in the proportion of job placements between inmates who had received vocational training while incarcerated at major institutions and inmates who had received no such training

Cell	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
vocationally trained inmates placed in jobs	25	26.7	1.7	2.9	0.11
vocationally trained inmates not placed in jobs	9	7.5	1.5	2.3	0.31
untrained inmates placed in jobs	33	31.3	1.7	2.9	0.09
untrained inmates not placed in jobs	7	8.5	1.5	2.3	0.27

Calculated value of X^2 = .78
Critical value of X^2 =3.84

Since the calculated value of X^2 did not exceed the critical value of X^2, the null hypothesis could be rejected. There was no significant difference between the proportion of trained and untrained inmates placed in jobs.

Thirty-four inmates had received vocational training while incarcerated at a major institution. Of these, twenty-five were employed in the community at the time of the interviews. 36% of the inmates had found employment in the vocational field studied, and 64% were working in unrelated fields. Using Chi Square (X^2) to test the significance of the relationship between vocational training and job placement, the following hypothesis was tested: Job placement is related to the vocational field studied while incarcerated.

Table 4

Observed and expected frequencies of in-field employment of inmates who had received vocational training while incarcerated at a major institution

Classification	Observed frequencies	Expected frequencies
Inmates employed in field studied	9	12.5
Inmates not employed in field studied	16	12.5
Total	25	25

Table 5

Testing the independence of job placements on the vocational field studied while incarcerated

Classification	f_o	f_e	f_o-f_e	$(f_o-f_e)^2$	$\frac{(f_o-f_e)^2}{f_e}$
Inmates employed in field studied	9	12.5	3.5	12.25	0.49
Inmates not employed in field studied	16	12.5	4.5	20.25	0.81

Calculated value of X^2 = 1.29
Critical value of X^2 = 3.84

Since the calculated value of X^2 (1.29) did not exceed the critical value of X^2 (3.84), the null hypothesis could not be rejected. Job placement of inmates was independent of the vocational field studied while incarcerated.

INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS

Not all vocational programs in the Florida correctional system lead to a State of Florida, Department of Education vocational certificate. Some programs, shorter in duration than required by the Department of Education, enable the participant to obtain a certificate of completion or a certificate of attendance. The latter may or may not be acceptable to an employer. Though inmates claimed that they

had received received Department of Education certificates, this information was not correct in all instances, since some of the fields listed were not full focational programs. They were reported as follows: agriculture, air conditioning/ heating, auto body, auto mechanics, bookkeeping/clerical, building maintenance, carpentry, electrical wiring, electronics, food service, horticulture, lifestock science, marine engine repair, masonry, plumbing, printing, small engine repair, upholstry, and welding.

The training participated in depended on program availability at the institution the inmate was sent to. Thirteen inmates had participated in two or more unrelated probrams such as plumbing, food service and horticulture, or auto mechanics, clerical and food service. Of these multiple trained inmates, seven were unemployed or not employed in either field, and three were permanent party residents and thus not eligible for work.

Since no significant difference was found between the proportion of vocationally trained and untrained inmates placed in jobs, it seems that an evaluation of the vocational programs in the correctional system may be appropriate. This is supported by the additional findings that job placement of inmates was independent of the vocational field studied while incarcerated.

A positive result of the study can be reported: the usual comments by educators, administrators and the public in general, that ex-felons cannot find employment as quickly as

persons who have never committed a crime may not be valid. 78% of the inmates eligible for work were employed. The remaining 22% had become eligible only during the three weeks preceeding the interviews, and several of these inmates were waiting for interview results and quite positive that employment would occur.

In the correctional environment, the motivation to find employment is due to the individual's need to be surrounded by "free" people and to move into "free" society for at least the duration of the work day. Because of this motivation, it would be interesting to see how many more inmates would actively seek employment in the vocational field studied if they were required to seek such related employment. The vocational counselor was asked to indicate on the questionnaire (Appendix D) if inmates were advised to seek employment in the vocational field studied. He completed 77 of the 94 questionnaires, and without exception indicated that he had advised inmates to seek employment in their vocational fields.

The change from education by the correctional system to education by local school districts, community colleges and universities was accompanied by changes in educational eligibility. Whereas any inmate could participate in academic and/or vocational training prior to the change, now only inmates who have less than five years left to serve may participate. This ruling may deteriorate the inmates'

willingness and motivation to learn a trade or skill for the following reason: classification of an inmate from maximum to medium to minimum security is adjusted as his prison term becomes shorter, his behavior improves or maintains and also depends on the crime committed.

Once moved to minimum security, which usually occors during the last five years of the sentence, inmates qualify for trustee positions, outside maintenance positions or contractual work between the Department of Corrections and the Department of Transportation (DOT). Not only do inmates desire DOT work, which enables them to leave the prison confinces for 9 hours each weekday, they are also assigned to such duties by the classification department. This means that many inmates who could gain from educational and vocational programs, will not participate at all or will participate only until re-assigned to such duties. This may reduce the number of academic and vocational program participants to such an extent that the programs themselves may have to be cancelled due to low enrollment.

It is suggested that the Department of Corrections or the Department of Education engage in a study to determine if there is a significant difference in enrollment and program completion between inmates in the last five years of their sentences and inmates with more than five years to serve. Necessary data could easily be obtained through records management at the Department of Corrections in Tallahassee.

BIBLIOGRAPHY

Abrams, R. and Wheatley, R. Vocational Education in Ohio Institutions: A Follow Up Study. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1977.

Alston, J. Preparation for Life after Incarceration. ERIC ED 202 559, 1981.

Caffrey, T. Fostering Success in Non-Traditional Students. ERIC ED 221 469. 1982.

Day, S. and McCane R. Vocational Education in Corrections. Information Series No. 237. ERIC ED 218 467, 1982.

Gwozdecki, J. and Others. The Incidence of Training-Related Job Placement of Draper Vocational Trainees. ERIC ED 059 441, 1970.

Halasz I. and Behm K. Evaluating Vocational Education Programs in Correctional Institutions/A Handbook for Corrections Educators. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1982.

Luftig, J. "Vocational Education in Prison - An Alternative to Recidivism." Journal of Studies in Technical Careers, VI:nl, Fall, 1978.

Nagel, W. "Corrections and Punishment". Corrections Today, 46:3, June, 1984.

National Advisory Council on Vocational Education. Vocational Education in Correctional Institutions. A Report based on Four National Hearings. Washington, D.C.: National Institute of Education, 1981.

O'Hayre, B. Education: A Weapon Against Crime. "A Forum on Prisoner Education." Summary Proceedings (March 26, 1981). ERIC ED 208 218, 1981.

Rice, E. and Others. Assessment of Quality Vocational Education in State Prisons. ERIC ED 194 808, 1980.

Rice, E. and Others. Assessment of Quality Vocational Education in State Prisons. Executive Summary. Final Report. ERIC ED 304 032, 1980.

Shaeffer, E. and Shannon, T. A follow-Up Study of Vocational Graduates from the Ohio Central School System during Fiscal Year 1979. Final Report. ERIC ED 241 703, 1983.

Teeters, N. They Were in Prison, A History of the Pennsylvania Prison Society. Philadelphia, Pa: John C. Winston Company, 1937.

APPENDIX A

February 1, 1985

TO: ALL RESIDENTS OF THE MIAMI NORTH COMMUNITY CORRECTIONAL CENTER

On Wednesday, February 6th, at 6 P.M., two persons from the Dade County Public Schools Office of Vocational, Adult and Community Education will conduct a survey/personal interviews with residents in the Conference Room.

They will ask questions pertaining to your academic and vocational training, as well as job search and job placement.

YOUR COOPERATION IS VERY IMPORTANT! It will enable us to determine if there is a need for further training and education while you are residing at the Center.

Thank you,

M. Jeffreys

APPENDIX B

. Febrero, 1985

A: TODOS RESIDENTES DE MIAMI NORTH COMMUNITY CORRECTIONAL CENTER

El miercoles, 1 Febrero, as las 6 p.m. dos personas de las escuelas publicas del Condado de Dade, de la Oficina de Vocacional, Adultos y la Comunidad, conduciran un estudio y entre.istas personales en la cuarto de conferencias (conference room).

Haran preguntas relativas a su educacion academica y vocacional, al igual de empleo (el uscar y ser colocado). SU COOPERACION ES MUY IMPORTANTE.

Esto no s ayudara a determinar la necesidad de mas clases mientras vivan en el centro.

Gracias,

M. Jeffreys

APPENDIX C

Dagmar F. Pelzer
Educational Specialist
Adult Basic Education
Dade County Public Schools
Office of Vocational, Adult and Community Education
1450 N.E. 2nd Avenue, Room 841
Miami, Florida 33134 Tel: 376-1851

February 1, 1985

Dear Counselor:

The attached questionnaire was developed as part of a research project for my Doctorate in Adult Education from Nova University. Since its development, great interest in the data to be collected has been expressed by various persons in the Department of Corrections and in the Dade County Public Schools Office of Vocational, Adult and Community Education.

The data will be useful for the following reasons:

1) to establish GED programs in Community Correctional Centers if a sufficient number of residents (minimum of 22) do not possess a High School Diploma;

2) to establish ESOL (English for Speakers of Other Languages) programs in Community Correctional Centers if a sufficient number of residents (minimum of 22) lack basic English language skills;

3) to determine if greater emphasis must be placed on job-readiness skills (including interviewing skills, search for employment, appropriate dress and mannerism) while resident is placed in a vocational program at Correctional Institutions;

4) to determine which vocational programs at the Correctional Institutions are useful/not useful for obtaining permanent employment;

5) to determine which employers will/will not hire ex-felons, and why.

Dr. Clyde Croskey and I will be at the Center at 6 p.m. on Wednesday, February 6th to conduct individual interviews with the residents. After the interviews, the survey forms will be given to the Group Counselors for completion of their part and returned to Ms. Jeffreys by Friday. All questionnaires will then be given to the vocational counselor for completion. I will return to the Center on Friday, Feruary 14, 10 a.m. to pick up forms. At this time I will be available to answer further questions and to discuss survey-related concerns you may have.

In advance, thank you very much for your assistance and cooperation.

Regards,

Dagmar F. Pelzer

APPENDIX D

QUESTIONNAIRE

FOR
Residents and Counselors of the
Miami North Community Correctional Center

Inmate Name:_____

Age:_____ Race:_____

Academic Education:_____
While incarcerated: Yes____ No____
Vocational Education:_____
While incarecerated: Yes____ No____
Present Employment:_____
Using vocational training: Yes____ No____

How was employment found:

Newspaper_____
Florida ob Service_____
Friend_____
Group Councelor_____
Vocational Counselor_____

Group Counselor's Name:_____

Did you advise the resident to seek employment in the vocational field he studied?

Yes____ No____

Did you try to locate employers who could use employees with above training?

Yes____ No____

Where did you advise resident to look for employment? List agencies and sources.

_____
_____
_____

Vocational Counselor's Name:_____

Did you advise the resident to seek employment in the vocational field he studied?

Yes____ No____

Did you try to locate employers who could use employees with above training?

Yes____ No____

How many employers (who could use above training) were you able to locate?

_____

How many employers (who could use above training) were unwilling to hire exfelons?

_____

APPENDIX E

VOCATIONAL COUNSELOR'S RESPONSES:

NUMBER OF PLACEMENTS WITH EMPLOYERS

WHO COULD USE INMATES' VOCATIONAL TRAINING

	Vocational training while incarcerated	Vocational training prior to incarceration	No vocational training	Total
one or more employers located for inmates eligible for work	22	5	12	39
one or more employers located for inmates on permanent party	8	1	0	9
no employers located for inmates eligible for work	8	1	16	25
no employers located for inmates on permanent party	0	0	4	4
Total	38	7	32	77